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ABSTRACT

This beginning teacher program is a combination of a support and training program for first-year teachers in 12 school districts in Kansas. Participation is required and the program features regular meetings with the building principal, a year-long, performance-based skill training program, and a set of performance tasks which ask the beginning teacher to demonstrate classroom mastery of basic teaching skills. The content of the program was chosen primarily from research on effective teaching. The sessions focus on: (1) beginning the school year effectively; (2) teacher behavior and classroom control; (3) behavior management techniques; (4) conferencing with parents; (5) lesson planning for successful teaching; (6) a modified Hunter Model of teaching; (7) co-op services and procedures; (8) classroom communication; (9) questioning patterns and sequences; (10) teaching styles/learning styles; (11) teaching study skills while teaching content; (12) evaluating student progress; and (13) the teacher and school law. Descriptions are given of the use of resource people, the principal's responsibilities, incentives, and program materials. Expected outcomes of the program and suggestions on program implementation are discussed. A copy of a participant guide, a principal's evaluation guide, and an interim progress report are appended. (JD)

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THE BEGINNING TEACHER PROGRAM:

A MODEL LOCAL INDUCTION SYSTEM AND SCHOOL IMPROVEMENT PROGRAM

Prepared for NCSIE Conference
November 16-20, 1984

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RATIONALE FOR THE BEGINNING TEACHER PROGRAM

A number of considerations went into the decision to implement our Beginning Teacher Program. Among those were the following:

1. **Findings from studies of successful businesses:**

   --"Treating people . . . as the natural resource is the key to it all."

   --The (internal training and support) systems in the better companies are designed to create "winners."

   --Excellent organizations "are truly unusual in their ability to achieve extraordinary results through ordinary people."

   --Better companies show trust in their employees, high expectations of them, and tough-minded respect for them.

   --A key factor in the success of Japanese business is a management style which emphasizes achievement of common goals, and which provides support for people and groups in accomplishment of the mission.

   --High productivity is largely a matter of removing those factors which act as performance disincentives and providing higher order motivators or incentives.

   --Highly productive businesses do not treat their new employees as "finished products," but provide immediate support and training to insure that they have the knowledge and skills to perform well.

2. **Studies of effective schools and successful educational change:**

   --Successful educational change is characterized by (1) explicit administrative support by district and building-level administrators, (2) participation in decision-making on "how" (not whether to) implement by those who will be impacted, (3) intensive skill training, and (4) continuing, on-line internal support systems to aid staff.

   --Studies of effective schools indicates that a key factor is instructional leadership by the building principal -- leadership which sets goals, sets high expectations of staff and students, monitors instruction and results, provides support, and shows tough-minded respect.

   --More effective schools have internal training and support systems. They recognize that the human capital -- knowledge, skills, and attitudes of the staff are the key to productivity.

3. Induction Factors and Their Impact

--The beginning teacher is not (and cannot be) a "finished product." At best, he or she simply has a base of skills from which to grow. In many cases, the beginner may lack a sufficient base of skills to be reasonably successful.

--Without productive support and training early in teaching, many beginners will be overwhelmed with the complexities of the classroom. They will focus on personal "survival," not instructional effectiveness. If this happens:

...The person will work hard, but not well -- and knows that at least part of the problem lies in his or her own lack of knowledge and skill. Under such conditions, people "burn out," turn sour, and/or leave teaching.
...Many soon become rigid, and resist productive change attempts.
...The person tends to peak in effectiveness early in his or her career, well below optimal levels.
...The lack of support itself becomes a major dissatisfier. A number of recent studies indicate that "lack of administrative support" is a top dissatisfier among teachers.
...Negative attitudes toward school administration develop due to a lack of support -- a major factor in the adversarial relationships between teachers' organizations and local administrations.
...The school subculture frequently becomes a "mutual protection society" emphasizing collegiality and independence (by being solo practitioners) over productivity and effectiveness.

4. Realities of rural schools:

...Well led rural schools tend to have higher achievement and higher later success rates than their city counterparts.
...Legitimate demands for school improvement are placing real pressures on rural schools with small budgets and numbers of professional employees. Acting alone, they frequently lack the wherewithall and fiscal resources to undetake meaningful staff development and school improvement efforts.
...Many better qualified beginning teachers are not attracted to a rural setting.

STEPS IN ADOPTION OF THE PROGRAM BY THE 12 DISTRICTS

Given: At least 40 of the 56 area principals had received training in instructional supervision within the past two years.

1. Coordinator of the Area Educational Resource Center visited each superintendent about the need for supporting beginning teachers.

2. AERC Coordinator presented a draft proposal to the Board of Control (the superintendents of the 12 districts) of the Central Kansas Cooperative in Education. The Board of Control approved the concept in principle, and appointed a subcommittee of superintendents to develop final recommendations, working with the AERC Coordinator.

3. The subcommittee took the following actions:

   a. Surveyed area principals on the knowledge and skill of beginning teachers.
   b. Based on the original draft, results of the survey, and deliberation, the subcommittee issued recommendations on program format, topics, participation, instructors, schedule, supervision, responsibilities (of districts, principals, AERC, and university), incentives, and funding.

4. Two sessions of the regular areawide "Principals' Inservice Series" were devoted to "Teacher Effectiveness," focusing on areas which might be included in the Beginning Teacher Program.

5. The Board of Control voted 12 - 0 to accept the recommendations of the subcommittee. It was also agreed that each superintendent would take the recommendations back to his local school board for their specific approval. All secured that approval.

6. A meeting of all principals in the 12 district area was called, with their superintendents in attendance. The program and their role in it were explained. It was made clear that those roles and responsibilities were expectations of them by their superintendents and local boards.

Steps in Adoption of the Program by the 12 Districts (continued)

7. Given that approval, the AERC Coordinator negotiated a working relationship with Kansas State University under which the university would award graduate credit for the program, as well as participating in development of materials and presenting the training. It was made clear that the districts "owned" the program and would make all final decisions in reference to it.

8. The AERC coordinator sent each superintendent a list of the topics and asked for nominations of local teachers and administrators who were exceptionaly skilled in specific areas. Several were contacted and were asked to serve as co-trainers or primary trainers. To prepare them, the coordinator met with each and explained the program, objectives, and were provided copies of materials and resources. Primary trainers were asked to submit objectives, activities, and materials for review and feedback.

9. The AERC coordinator and the KSU faculty member began work on materials selection and development, agreeing on training intent and format.

10. The AERC completed detail work -- schedules, preparing and sending to principals supervision materials, making site and equipment arrangements, etc. -- necessary to begin the program.

PROGRAM DESCRIPTION

Program Format and Structure

The Beginning Teacher Program is a combination of a support and training program for beginning teachers in the 12 districts. It has the following features:

1. Required participation: In 11 of the 12 districts, all beginning teachers are required to take part in the program as a condition of employment.

2. Regular meetings with the building principal -- to discuss needs, concerns and problems, and to familiarize the beginner with school programs, policies, and resources.

3. A Year-long, performance-based skill training program, with one full day's training in August, and 14 evening sessions spaced throughout the year. The program is based largely on the research on teacher effectiveness, and follows a model of providing the information, modelling, and guided practice. Training is held at three sites, to keep training groups small, and to promote participants at each county site seeing each other as a support group.

4. With each topic, there is a set of performance tasks which ask the beginner to demonstrate (in his or her own classroom) mastery of the basic teaching skills. Performance is assessed by the building principal, using assessment guides provided by the AERC.

Program Content

As stated, the content was chosen primarily from input from area principals and from the research on effective teaching. The sessions include 11 training modules on teaching skills, one on "Conferencing with Parents" and two informational presentations. They are as follows:

...Beginning the School Year Effectively -- An all-day session prior to the opening of school, using concepts and materials from Evertson. Participants develop classroom arrangements, rules and consequences, procedures, student accountability systems, and plans prior to the first day of school.

...Teacher Behavior and Classroom Control -- training in Kounin's concepts of dimensions of teacher behavior which contribute to positive classroom control.

...Behavior Management Techniques -- training in the concepts of Assertive Discipline for classroom groups, and in Reality Therapy for helping individuals manage behavior.

...Conferencing with Parents -- conferencing and communication techniques to insure effective parent/teacher collaboration to benefit the student. (Participants' performance tasks are simulations during the training.)

...Lesson Planning for Successful Teaching -- practice in one of the most thorough ways of looking at instructional planning available. Has participants define the parameters and prerequisite skills for the lesson, apply learning principles and the Hunter Model, and choose methods and materials to match students and objectives.

...A Modified Hunter Model of Teaching -- uses concepts and materials from Hunter, Rosenshine, and Berliner to develop, model, and practice a strong model of instruction. (two sessions)

...Coop Services and Procedures -- an informational presentation on special education programs and services within the local cooperative, and on techniques for referring and managing students with learning problems.

...Classroom Communication -- communicating with clarity and precision in the classroom; providing feedback to students; using interpersonal communication skills in working with students.

...Questioning Patterns and Sequences -- formulating clear and effective questions; calling on and responding to students; building effective sequences which involve students and build skills, concepts, and generalizations.

...Teaching Styles/Learning Styles -- uses concepts from Barbe, Dunn and Dunn, and Gregorc to help participants to identify their own learning styles and how those styles effect their teaching. Has participants plan to provide for different learning styles in their instruction.

...Teaching Study and Learning Skills While Teaching Content -- outlines some basic learning skills and has participants consciously plan to work on developing those skills while teaching the content field.

...Evaluating Student Progress -- classroom techniques for assessing student progress, interpreting the results, and using results to plan or modify instruction.

...The Teacher and School Law -- basic information on the legal rights and responsibilities of teachers, with case applications in the session.

The sequencing of the sessions was no accident. It was believed that the beginners would need to master classroom organization, management, and control issues before beginning to address instructional strategies in a systematic way. The session on "Conferencing with Parents" was scheduled just prior to the time for nine-week conferences. The informational sessions were scheduled just prior to or after the Christmas break and at the end of the year. Short sessions and those with shorter or less involved performance tasks were spaced at intervals after sessions with performance tasks requiring greater practice and preparation.

Use of Local Resource People in the Program

It has been the intent of the program to use teachers and administrators with exceptional skills in specific topic areas as trainers in the program. To accomplish that, the AERC provided superintendents a list of training topics and asked for nomination of local personnel. Those selected met individually with the coordinator of the AERC to receive information on the program and on the person's potential role in it.

Some of the persons chosen are asked to act as primary trainers in a topic area, due to exemplary expertise as a trainer and in the topic. Those were asked to develop presentation plans, objectives, materials, and performance tasks complementing the program design. Those were reviewed by the AERC coordinator to insure that they met the intent and specifications.

Others are acting as co-trainers during the first year, developing practical examples illustrating concepts, and assisting students in completing performance tasks. Those who perform well will be afforded the opportunity to

act as primary trainers during the second year, and will be provided training as trainers (with a college credit option). Indeed, it is the intent of the AERC to have almost all of the training sessions presented by local resource people by the end of the second year, with the AERC "backing out" into a program management role.

Those acting as resource people will be paid honoraria. It is believed that the combination of recognition for excellence, a limited financial reward, and job enhancement which can offer growth opportunities will act as real incentives.

Principals' Roles and Responsibilities

Responsibilities of principals who have beginning teachers in the program include:

1. Assessment of performance task completion, according to specified criteria, by direct observation in the classroom and feedback to the beginner (within 24 hours of the performance attempt) in a formal "coaching and counselling" conference.

2. Reporting of task completion to the AERC.

3. Assistance to the trainee, with the aid of the AERC, if needed, in the event that the first attempt of a given task does not meet criterion levels.

4. Periodic meetings with all beginning teachers in the building to discuss problems, needs and concerns of beginners or of the principal about common performance problems noted; as well as to inform beginners of school programs, policies, and resources. The meetings take place weekly for the first nine weeks, and at two to three week intervals thereafter.

Participation Incentives

The issue of participation incentives was handled in different ways. Most districts, in recruiting new teachers, pointed to the program as a support and training resource to help the beginner to experience early success and job satisfaction. All districts agreed to pay mileage to training sites for each session. Some districts agreed to pay participants an hourly rate for taking part in sessions outside of the school day. In addition, participants were afforded the opportunity to sign up for four hours of graduate credit for taking part in the program, if they paid their own tuition. Thirty-two of thirty-six chose to do so. To make that tuition less painful for the "broke" beginner, an agreement for installment payments was negotiated with the Continuing Education Division of Kansas State University.

Experienced Teacher Participation in the Program

At least for the first year of the program, it was decided they would focus primarily on beginning teachers, with a limited number of openings for second year teachers who volunteer to take part. Three actually chose to do so. Since the first year is a "shakedown cruise," it was felt that participation by too many experienced teachers might be an undesirable contaminant to the intent of the program.

Program Materials

Given the topics chosen for the program, it was decided to search for existing training materials which fit the intent and format of the program -- and did so with quality. That search by Dr. Mangano and the AERC coordinator revealed a number of resources, including several from the Asssociation for Supervision and Curriculum Development, Madeline Hunter, and the Research and Development Center for Teacher Education, among others. Some materials were purchased. Others were procured in an exchange agreement with the Southeast Kansas Regional Educational Service Center, under which materials would be loaned in exchange for materials developed by our program.

Dr. Mangano and the AERC coordinator have taken those and other materials and synthesized them into instructional modules meeting the intent of the program. Each module, when completed in final form, will include a presenter's guide and audiovisual resources, participant objectives, participant materials, and performance tasks.

EXPECTED OUTCOMES OF THE PROGRAM

The Beginning Teacher Program is a locally based internal training and support program for beginning teachers. It is designed to provide real support when it is needed most -- during the early stages of teaching. We want our new staff to know that we care about them and their success.

We believe that the program will have the following results:

1. It will be much less expensive and more effective than either (a) a university-based fifth-year internship, or (b) the 3-person (principal, "master teacher," and university person) support team concept being promoted by a number of states for beginning teachers.

2. It will result in:

   ...demonstrated differences in teacher behavior.
   ...higher student achievement.
   ...higher perceptions of job satisfaction and teaching efficacy among beginning teachers.
   ...greater acceptance of the responsibility for continuing growth in effectiveness among beginning teachers.
   ...improved teacher perceptions of administrative support.
   ...improved supervisory skills among building principals.

3. Once in place, the program can be used with experienced teachers identified as needing improvement in specific skills.

4. The program can act as the foundation for a comprehensive staff development program to meet the professional development needs of staff in participating districts.

SUGGESTIONS ON ADOPTION/ADAPTATION

If a district or group of districts is interested in adopting or adapting a program similar to our Beginning Teacher Program, the following steps are suggested:

1. Sharpening of instructional supervision skills of principals, focusing on instructional behaviors indicated by the research on teacher effectiveness. If principals have not received intensive training in such supervision within the past three years, would recommend at least a four (4) day intensive skill training program, spaced over one to two month period.

2. Review of the rationale for a support and training system for beginning teachers in a meeting of superintendents (and possibly board members), and a vote to (a) adopt the concept in principle, and to (b) establish a committee to develop specific recommendations on program content and structure. NOTE (1) the vote should take place before the Christmas break to allow time for recommendations to be developed and cleared through the local board(s); and (2) the committee should include opinion leaders.

3. In their planning, the committee should survey principals and current beginning teachers to validate training needs of beginning teachers. That survey should be based on the literature on teacher effectiveness and on local needs.

4. As a part of the planning, the committee should consider who is to be responsible for program development, management, and delivery. If there is a person who is a skilled trainer and strong in "teacher effectiveness" within the district(s), use of a locally-based trainer should be first priority. The committee may also wish to consider sending a local person to outside training to prepare him or her for operating the program. Or, it may wish to talk with a local university about being willing to operate the training under local specifications.

5. The recommendations on program content and structure should be presented to the entire group of superintendents (or local board if a single district) by February for approval.

6. If multiple districts acting together, each superintendent should take the recommendations back to his or her own board and secure full approval.

7. Assignment or negotiation of responsibilities for carrying out the program should be completed by April 1.

8. If the program wishes to use local resource people as presenters, a system for identifying them and preparing them for presenting the training should be developed.

9. A meeting of all principals within the district(s) should be held, with the superintendent(s) in attendance, to explain the program and the principals' role within it -- and to make it clear that effective exercise of that role is an expectation of them by the superintendent and school board.

OPTIONAL - 10. Consultational or training for person(s) involved in program development, management, and delivery (if needed).

11. Development, selection, and/or modification of training and supervisory materials.

12. Completion of detail work necessary to begin the program.

SUMMARY

In short, we believe that the program will provide an effective and cost-effective model for a locally-based fifth year internship. But, it is more: It will contribute to the effectiveness of schools by improving teacher and administrator skills and attitudes, and by developing that internal training and support system for beginning teachers. It will provide the basis for a

continuing, goal-focused staff development system supporting local educators and districts. It will give some recognition and incentives for outstanding local educators, thereby encouraging excellence in teaching and instructional leadership. There are few programs which capture more of what we know about school improvemement!

It is our contention that our program is a transportable model which can be implemented in a single large district acting alone, or in a group of rural districts acting collectively. Almost 40 districts in Kansas plan to follow our lead in 1985-86, and more than 60 other districts in Kansas and Nebraska have expressed an interest in the program.

PARTICIPANT GUIDE

BEGINNING THE SCHOOL YEAR EFFECTIVELY

OBJECTIVES:

Each beginning teacher will:

1. Develop plans for use of classroom space and resources, attending to listed criteria.
2. Develop a system of classroom rules and consequences.
3. Plan for the teaching of rules and consequences.
4. Specify classroom procedures and develop plans for teaching them.
5. Develop plans for maintaining the classroom management system.
6. Develop specific plans for activities during the first week of school.
7. Develop specific plans for organizing instruction, building in variety, and attending to important considerations.

MATERIALS: Elementary: Organizing and Managing the Elementary School Classroom

Secondary: Organizing and Managing the Junior High Classroom

ACTIVITIES:

1. Introduction to the program.
2. Program details.
3. Basic Concepts of Classroom Management (mini-lecture).
4. Evaluating Classroom Arrangements (activity/discussion).
5. Planning for Preparing the Classroom -- individual and small group work, (participant planning).
6. Classroom Behavior Management -- developing, teaching, and enforcing rules (mini-lecture, analysis of case study).
7. Developing Classroom Rules and Planning for Teaching them (participant planning).
8. Sharing Rules, Rewards, and Penalties (discussion).
9. Classroom Procedures (mini-lecture).
10. Developing Classroom Procedures (participant planning).

11. Accountability -- (case studies).

12. Planning for the First Week of School (discussion, case study).

13. Planning for the First Week of School (participant planning).

14. Some Tips on Organizing Instruction (presentation, demonstration, discussion).

INSTRUCTORS:

Nancy Mangano, Kansas State University

Walt Mickler, Area Educational Resource Center

Sandy Heronome, Abilene

Pat Sweeney, Central Kansas Cooperative in Education

PERFORMANCE TASKS:

Participants will:

1. Develop specific plans for (a) preparing the classroom, (b) classroom rules and procedures, (c) teaching rules and procedures, (d) accountability systems, (e) preparing for the first week of school.

2. Submit copies of those plans to the building principal for review.

3. Implement those plans in the classroom, with review and observation by the building principal.

PERFORMANCE TASK

"Beginning the School Year Effectively"

1. Complete the following forms:

Elementary:	Secondary
Classroom readiness (p.21)	Preparing the Classroom (p. 15)
Rules and Procedures for Student Behavior (p. 51-55)	Rules and Procedures (p. 39-43)
Things to Do for First Day (p. 89)	Accountability (P. 57-61)
Accountability (p. 135-136)	Sketch of Classroom Layout

2. Write plans for the first day.

3. Submit copies of the above to your principal for review.

4. Set up your classroom, teach the rules and procedures, and implement your accountability system. Your principal will visit your classroom and critique your preparation and implementation on the first day of school. He or she will conference with you that afternoon.

5. Enclosed is a copy of the performance evaluation keys and rating form your principal will use.

TASK: Sketch in the current physical layout and arrangement of your classroom. Use the attached examples to give you an idea of what to include. BRING WITH YOU TO THE AUGUST 27th NEW TEACHER ORIENTATION PROGRAM!

15.

QUIZ ON EFFECTIVE TEACHING

_____ 1. The number one reason for lack of success in teaching is:

a. lack of content knowledge
b. poor communication skills
c. student discipline problems
d. poor classroom management skills

DIRECTIONS: Below is a series of statements about effective teaching. If you think the statement is TRUE, mark it +. If FALSE, mark it - (minus). If you think it is not consistently either true or false, mark it 0.

MORE EFFECTIVE TEACHERS:

_____ 2. write lesson plans with objectives in terms of teacher goals.

_____ 3. start the year by plunging right into content.

_____ 4. take time out in class to discipline students.

_____ 5. review previously learned content or skills in relation to the lesson, and preview the session's activities and goals.

_____ 6. model what is to be taught.

_____ 7. make it clear as to exactly what it is that students are expected to learn.

_____ 8. spend more time in classroom management.

_____ 9. gives less seatwork, but monitor closely what is given.

_____ 10. use daily devices -- questioning, assignments, quizzes -- to check comprehension.

_____ 11. finds his/her favorite teaching style and sticks to it.

_____ 12. "stretch" the learners by making the work really difficult toward the end of each unit.

_____ 13. use detailed lesson plans with a variety of activities to assure high time-on-task.

_____ 14. stress oral activities for students.

_____ 15. lecture in short "spurts," interrupted by frequent questions and opportunities for student involvement.

_____ 16. have neat classrooms.

_____ 17. have and communicate high expectations for all students.

_____ 18. who have low ability classes use the same teaching methods, and dilute the content.

_____ 19. use easy questions with a high success rate, and direct questions to specific students, not volunteers.

_____ 20. provide a visual focus for oral presentations.

_____ 21. tend to give shorter, more frequent assignments.

_____ 22. spend more time teaching to the class as a whole.

_____ 23. do not "move on" until the material is learned.

_____ 24. provide more one-on-one incidents with students.

_____ 25. often use "grabber" activities to focus students' attention or to create motivation.

IN CLASS ACTIVITY

PURPOSE:

1. to provide you with the opportunity to think about expectations that you have for students' behavior as well as to think about procedures that you will incorporate in your classroom.

2. to provide you the time to formulate your own set of class rules.

MATERIALS:

Elementary: Checklist 2.1 and accompanying handout on Expectations
Secondary: Checklist 2 and accompanying handout on Expectations

Both: Handout to formulate rules with accompanying consequences

STEP 1: (AS A GROUP) Brainstorm ideas for two areas where procedures are highly recommended.

STEP 2: (WITH A PARTNER) Complete the remainder of the chart provided by thinking about and writing down your ideas of the procedures recommended for each of the areas.

STEP 3: (INDIVIDUALLY) Think and write five to eight rules that can encompass all the regulations that you will have in your class.

REMEMBER:

1. Rules should be general.

2. Rules should include behaviors that are unacceptable, as well as behaviors that will not be tolerated.

3. Whenever possible, express your rules in positive terms.

PRINCIPAL'S EVALUATION GUIDE

PERFORMANCE TASK EVALUATION

"Beginning the School Year"

EVALUATION PROCEDURES:

1. Familiarize yourself with the "Evaluation Keys" handout.

2. Review the teacher's plans for classroom organization, classroom rules and procedures, teaching rules and procedures, student accountability, rewards and penalties, and the 1st day's activities. If you see omissions or needed changes, advise the teacher. If the plans are grossly inadequate, you will need to spend some time with the teacher in pointing out problem areas and in developing more adequate steps.

3. Observe the actual physical set-up of the classroom and the teacher in action during the first day of school (at least 1 hour). Again, use the "Evaluation Keys" for reference and record your notes on the form provided.

4. Conference with the teacher after school to review observations.

5. If the teacher's performance is strong, with a few minor incidents which can be remedied without further intervention, simply bring the incident(s) to the teacher's attention, and suggest changes. Rate the performance as SATISFACTORY on the reporting form, and return form to the AERC.

6. If the performance in one or two of the ten areas is below par, advise the teacher of the unsatisfactory performance in those areas. Assist the teacher in planning changes, and schedule a classroom visit the following day to review performance, focusing on the areas which needed improvement. Report the performance to the AERC on the reporting form.

7. If the performance is still inadequate, or if there are many inadequacies noted in several areas, you will need to (a) plan to spend a considerable amount of time with the teacher in coaching and counselling, (b) arrange an assistance session between the beginner and a teacher on your staff who has strong classroom organization and management skills, and/or (c) schedule a conference with Walt to provide assistance to the teacher.

8. Report subsequent "repeat" performances to the AERC on the form provided.

PERFORMANCE EVALUATION KEYS: BEGINNING THE SCHOOL YEAR EFFECTIVELY

KEYS TO EVALUATING ROOM ARRANGEMENT AND READINESS

1. High traffic areas (pencil sharpener, trash can, supply areas, teacher's doorways, etc.) are free of congestion.
2. Students are always visible to the teacher.
3. Frequently used materials are readily accessible.
4. Students can easily see instructional displays and presentations.
5. Room arrangement minimizes potential distractions.
6. Sufficient space is left between student desks to allow teacher movement to monitor student work.
7. Equipment and materials are set up and ready to go.

KEYS TO EVALUATING CLASSROOM RULES AND PROCEDURES

1. Rules and procedures reflect school policies and rules.
2. Procedures for the following are clear:
   a. use of classroom space and facilities.
   b. use of water fountain and restrooms.
   c. beginning and end of class activities.
   d. administrative matters (taking roll, tardiness, using student helpers, what to do when teacher is out of the room).
   e. whole class activities and seatwork (student participation, teacher cues, making assignments, passing out supplies, talk among students, what to do when work is finished).
   f. small group activities (movement in and out of the group, bringing materials, behavior in -- and out of -- the group).
   g. work requirements (heading, materials, work standards, time expectations and due dates, make-up requirements).
   h. Communicating assignments and instructions (posting assignments, checking for student understanding).
   i. monitoring work in progress (circulating, checking work frequently, etc.)

KEYS TO EVALUATING CLASSROOM RULES AND PROCEDURES (continued)

j. checking assignments in class (exchanging papers, marking items correct, recording grades).

k. turning in completed work (passing in papers, turn-in boxes, late work policies).

l. providing regular, frequent academic feedback to students (handing back graded work; having students keep record of work completion and/or grades; sending work home for parents to see).

3. Acceptable and unacceptable behaviors are clearly defined.

4. There are 4 - 8 rules to govern behavior in the classroom. Rules are clear and stated positively.

5. Rules are posted and explained.

6. There is a system of reasonable and suitable rewards and penalties.

7. All rules and procedures are taught, giving examples and practice. Such teaching is not massed, but spaced and taught with appropriate activities.

PRINCIPAL'S OBSERVATION NOTES: BEGINNING THE SCHOOL YEAR EFFECTIVELY

DIRECTIONS: Record specific observations -- positive and negative -- which you wish to bring to the teacher's attention under the appropriate heading. Be specific! These notes should formulate the basis for your conference with the teacher.

Classroom Organization and Arrangement:

Classroom Rules:

Classroom Procedures:

Teaching of Rules and Procedures: (including consequences)

Student Accountability:

Monitoring of Student Behavior:

Principal's Observation Notes: (continued)

Organization of Instruction:

Assessment of Student Knowledge and Skill Levels:

Communication (clear and concise)

OTHER NOTES:

PERFORMANCE TASK REPORTING

Name of Beginning Teacher_____

Performance Task: Beginning the School Year

I. Did the person: (check if yes)

_____ 1. Have the classroom organized effectively?

_____ 2. Have clearly defined and appropriate classroom rules for students?

_____ 3. Have clearly defined classroom procedures?

_____ 4. Teach rules and procedures?

_____ 5. Define consequences for following or breaking rules?

_____ 6. Monitor classroom behavior and deal with inappropriate behavior effectively?

_____ 7. Have instruction organized effectively?

_____ 8. Hold students accountable for their work?

_____ 9. Assess student levels of knowledge and skill?

_____10. Communicate clearly and concisely?

CRITERIA FOR SUCCESSFUL PERFORMANCE: The teacher addresses all major areas in his or her planning, and shows no major gaps or lack of attention to major considerations in actual classroom activities in beginning the school year.

II. Based on the criteria for satisfactory performance of this task, I rate the performance as:

_____Satisfactory _____Unsatisfactory

III. If the performance was not satisfactory, list specific behaviors which were missing or inappropriate, and recommend specific changes.

_____
Principal

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INTERIM PROGRESS REPORT

Report on Beginning Teacher Program

1. Number of participants: 36

By district:

#239 - 3
#240 - 1
#305 - 8 (including Coop)
#306 - 0
#307 - 4
#327 - 3
#328 - 3
#393 - 1
#435 - 3
#473 - 0
#481 - 8
#487 - 2

2. The series is being held at 3 sites. The number of participants at each site is:

Dickinson County - 14
Ottawa/Saline - 16
Ellsworth County - 6

3. Sessions held to date:

"Beginning the School Year Effectively" -- organizing the classroom, developing and teaching classroom rules and procedures, developing a student accountability system.

"Classroom Control" -- teacher behaviors which add to or detract from classroom control; teacher responses to different kinds of incidents.

"Discipline" -- Assertive Discipline, using reality therapy in working with a single student to deal with a persistent behavior problem.

"Conferencing With Parents" -- conducting successful parent-teacher conferences to benefit the student.

"Increasing Student Time on Task" -- methods, practices, and teacher behaviors to insure high levels of student engagement on appropriate task.

4. Observations

a. The work in the first session required participants to develop their own classroom arrangement, rules, procedures, student accountability systems, and plans for the first day. In those cases in which the

training was held one or two days before the actual opening of school, participants indicated that more spacing between the session and the opening of school would give them more time to develop and polish those preparations. The work was seen as very valuable -- even essential -- but a lot to think about in a short time.

b. Some principals complained about having to check those plans and visit the classrooms on the first day. That was not unexpected. It is a busy time for principals, but the research says that (1) immediate support is important, and (2) what the teacher does on the first day is critical.

c. Holding the second session during the first week of school seemed to create some time pressure for the beginners. May wish to start that session during the second week of school next year.

d. We are running behind the original schedule by one topic. Walt has tried to be sensitive to the work pressures on the beginners so as to avoid their feeling overloaded, rather than assisted by the program. Next spring, we will need to consider whether to reduce the topics in the program by one or two.

e. We have not been as successful in identifying the number of local teachers and administrators to use as primary or co-trainers as hoped. Those whom we have used have done an excellent job. U.S.D. #305 action to identify and train local teachers as inservice presenters in specific topic areas could increase the number available for use in the Beginning Teacher Program.

f. We were careful in two aspects of planning the program. The care seems to have paid off.

(1) We realized that the work on classroom organization and management was heavy during the early stages of teaching. We balanced that by topics which require less work in preparation for classroom application. That has avoided the sense of overload.

(2) We chose to start the program focusing on classroom organization and management and behavior management, feeling that if we can help the beginners to get those facets of teaching under control, they would feel more ready to focus on instructional methods and careful planning for instruction. As a whole, that has been the case.

5. Feedback:

a. Comments from beginning teachers have been overwhelmingly positive:

"It is great to meet regularly with other people in the same boat."
"It is good to know that you can blow it on any given day, but that you have help if you need it."
"I would not have attended to a lot of things about classroom

"I want you to know that the very day after the session on conferencing with parents, I had a conference with an angry and abusive parent. I would not have been able to handle it without the session."

(second year teacher): "I am feeling more comfortable in teaching than ever before. . . (as a result of the work on classroom organization and management). My kids are more attentive than they have ever been."

b. There have been a number of cases of single beginners expressing specific problems in the classroom. Both in the training and through individual assistance, we have made a real difference in their being able to cope with those situations.

c. During the early stages of the program, the beginners were expressing a lot of concerns and problems in teaching. They were still not comfortable in teaching, feeling a lot of anxiety. As a whole, they are much more relaxed and enjoying their work more now. Several who were having problems say that things are going "great" now.

d. Superintendents and principals say that the beginners are doing well, with one exception.

e. One beginning teacher is having real difficulties. I have had individual conferences with that person, and have tried to work with the person and her principal to provide intensive assistance. At this stage, I have real doubts about her success.

f. As stated, the beginners did feel some time and work pressure between the 1st and 6th weeks of school as a result of job demands and the program. That appears to have lessened considerably.

In short, as the program is currently progressing, there is every reason to believe that it presents a viable model for a locally based 5th Year Internship.